



ISTEP+: Grade 5

English/Language Arts

Released Part 1 Applied Skills (open-ended) Items
and Scoring Notes

Introduction

The *ISTEP+* Spring 2016 test was administered to Indiana students in Grades 3-8 and 10. The test included two parts: Part 1 was given in March, and Part 2 took place in late April and early May. Part 1 contained Applied Skills test questions (also referred to as open-ended items) that were hand scored by trained evaluators, and Part 2 was machine scored. Scores for Part 1 and Part 2 are combined to generate a student's total score.

Test results, as well as images of the Applied Skills student responses, are available online, and schools are expected to discuss results with parents and students. As a springboard for these conversations and to serve as a resource for teachers, the Indiana Department of Education has created this document, which consists of the following:

- a brief description of the types of questions on the test
- a short summary of scoring rules utilized by the trained evaluators
- a copy of the rubrics—or scoring guides—used by evaluators to score student responses
- a copy of the released Applied Skills questions (*“released” means the items are posted on the web and are no longer secure; therefore, the released test items can be discussed and used with students as future practice items*)
- anchor papers—or sample student responses—used by evaluators to distinguish between score points

Notes:

- The Part 1 open-ended questions are released when test results are made available.
- It is important to keep in mind that the majority of a student's score is calculated from items in Part 2. Since Part 2 items are secure and are not released, they are not included in this document.

Question Types

This document addresses questions from *ISTEP+ Part 1. Students* demonstrate their knowledge and understanding by responding to items that are open-ended, providing written responses in a short-answer or essay-type format.

Part 1 consists of the following test question types: Constructed-Response (CR), Extended-Response (ER), and a Writing Prompt (WP). Item types vary by subject area. Math, Science, and Social Studies include CR and ER items. English/Language Arts includes CR and WP test questions.

Scoring

The questions on *ISTEP+ Part 1* are scored by evaluators who must have a four-year college degree and pass a series of qualifying tests. Prior to scoring student responses, evaluators receive extensive training to ensure that student responses are scored accurately and consistently.

For Part 1 of *ISTEP+*, each question is scored according to a rubric, or scoring guide. Rubrics clearly define the requirements for each score point. A set of student responses representing all of the score points on a rubric are selected as samples—called anchor papers—and are used as clear examples of specific score points. Anchor papers are presented within this document.

ISTEP+ Part 1: English/Language Arts		
Question Type	Score Reporting Categories	Scoring Method
Constructed-Response (CR)	Reading	2-pt. CR Rubric (Grades 3-8, 10)
Writing Prompt (WP)	Writing	6-pt. Writing Applications Rubric (Grades 3-4, 5-8, 10) 4-pt. Language Conventions Rubric (Grades 3-4, 5-8, 10)

If a student's response is unable to be scored, it is assigned one of the following condition codes:

- A** Blank/No Response/Refusal
- B** Illegible
- C** Written predominantly in a language other than English
- D** Insufficient response/Copied from text
- E** Response not related to test questions or scoring rule (not applied to Mathematics questions)

More information is available regarding assessment topics on the Office of Student Assessment homepage at <http://www.doe.in.gov/assessment>.

English/Language Arts Constructed-Response Items

Session One, English/Language Arts, contains a reading comprehension task. This task allows the students to demonstrate their understanding and comprehension of nonfiction or literary text. The reading comprehension task consists of one passage and three constructed-response (CR) questions. Because this is a reading comprehension task, all of the information students need to answer the questions correctly is contained in the text. All responses should be based on information from the text and will be scored for reading comprehension *only*. The following pages display the CR questions.

An example of a top-score response is provided for each CR question. The top-score response demonstrates a performance that exceeds the expectations of what is required to receive two points. The top-score response contains multiple pieces of text-based information and support drawn from the reading passage that accompanied the item, many elements of which students typically use in their responses to receive two points.

Each CR question is followed by sample student responses, called anchor papers. The anchor papers are accompanied by explanations of the score points received.

English/ Language Arts 2-point Constructed-Response (CR) Rubric

2 points	Proficient The response fulfills all the requirements of the task. The information given is text-based and relevant to the task.
1 point	Partially Proficient The response fulfills some of the requirements of the task, but some of the information may be too general, too simplistic, or not supported by the text.
0 point	Not Proficient The response does not fulfill the requirements of the task because it contains information that is inaccurate, incomplete, and/or missing altogether.

Passage

Excerpt from *Girls Who Looked Under Rocks*

by Jeannine Atkins

This excerpt focuses on the childhood of the famous naturalist, Jane Goodall.

Jane Goodall

The Dream

(1934 —)

- 1 Jane Goodall loved to watch spiders scramble, beetles scatter, and worms slither. At age five, she was used to hearing her mother call, "Jane! Where are you?" But the panic in her mother's eyes when she found her one day was unusual. "I was in the hen house," Jane said. She liked to sift through the straw for the warm, smooth eggs, then carry them home as carefully as if she held treasures. But that afternoon she hadn't been collecting eggs.
 - 2 "I was about to call the police!" her mother said. "What on earth were you doing?"
 - 3 "I wanted to see the hen lay an egg," Jane confessed.
 - 4 "But you were gone all afternoon!"
 - 5 Jane nodded. She knew chickens rushed off if followed, so she had hidden hours before and sat so quietly that she hadn't been spotted.
 - 6 "And you saw a hen lay an egg?" When Jane smiled, her mother smiled, too. She didn't scold Jane for making her worry. Instead, she pulled her close and said, "Tell me about it."
 - 7 With a knack for quiet, concentrated observation—and an understanding mother—five-year-old Jane was well on her way to a career as a naturalist. Her grandmother was a careful watcher, too. When she noticed how often Jane
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climbed a beech tree in her yard, she gave her the tree as her own. And seeing that Jane had checked a Doctor Doolittle book out of the library several times, her grandmother gave her the book for Christmas. Jane liked to wander through the meadows pretending that she, too, could talk to African animals. She carefully watched insects and squirrels, while dreaming that someday she, like Tarzan, would hear nothing but wind in the trees and animals calling to each other. Jane started a nature club with her younger sister and two friends. She named it the Alligator Club, even though she knew she wouldn't find alligators in England! The four girls started a magazine which included nature notes, sketches of insects, and quizzes. They set up a museum.

- 8 Jane made her little sister ask passersby to visit, then collected a donation to a society that protected old horses. The visitors admired the pressed flowers and bird eggs, held seashells to their ears, and petted the guinea pigs. The most famous exhibit was a human skeleton donated by Jane's uncle who had studied to be a doctor.
- 9 Jane did well enough in school, though her mother had to call her many times before she got out of bed (unlike on weekends, when Jane was up early to head outdoors). After graduating from high school, she trained as a secretary. She held jobs typing letters for doctors, filing papers at a university, then editing documentaries at a London film studio. When she was twenty-three, a friend invited her to visit her family's new farm in Kenya. Jane moved back home to save money, took a job as a waitress, learned to balance dozens of plates of food at once, and saved her tips. In 1957, she headed off to Africa.

Excerpt from "The Dream" from *Girls Who Looked Under Rocks: The Lives of Six Pioneering Naturalists* by Jeannine Atkins. Text copyright © 2000 by Jeannine Atkins. Reproduced with permission of Dawn Publications in the format Educational/Instructional Program via Copyright Clearance Center.

Item #1
Constructed-Response

Constructed-Response
Reading: Non-fiction

Question 1

- 1.** How did Jane's family contribute to her career as a naturalist? Support your answer with details from the excerpt.

Top-Score Response:

At the age of five, Jane's mother knew her daughter had a knack for observing animals. One afternoon Jane had wandered off for several hours to observe a chicken lay an egg. Instead of scolding her, she hugged Jane and said, "Tell me about it." Jane's sister and two friends helped Jane start the Alligator Club where they made their own magazine and had a museum for people to come check out. Jane's uncle even supported her career as a naturalist by donating a human skeleton to their museum!

Note: The top-score response demonstrates a performance that exceeds the expectations of what is required to receive two points. The top-score response contains multiple pieces of text-based information and support drawn from the reading passage that accompanied this item, many elements of which students typically use in their responses to receive two points.

Question 1, Sample A – Score Point 2

How did Jane's family contribute to her career as a naturalist? Support your answer with details from the excerpt.

Jane's family contributed to her career as a naturalist by not scolding her when she worried her mother by exploring for hours at a time. Her grandmother gave her a beech tree that she loved to climb. Her sister also helped her start the Alligator Club. My uncle donated a human skeleton to the Alligator Club museum.

Scoring Notes: The response fulfills all the requirements of the task. The information provided is text-based and relevant (...by not scolding her when she worried her mother by exploring for hours at a time...Her sister also helped her start the Alligator Club. My uncle donated a human skeleton...).

Question 1, Sample B – Score Point 2

How did Jane's family contribute to her career as a naturalist? Support your answer with details from the excerpt.

She wanted to see a hen lay an egg, her ~~man~~ was looking for her, and once she found her, Jane's mother didn't get mad at her. Instead Jane's mom asked, tell me about it. Jane started a nature club called the Alligator Club. Jane's younger sister and two friends joined, and helped.

Scoring Notes: The response fulfills all the requirements of the task. The details provided are text-based and relevant (...Jane's mother didn't get mad at her instead Jane's mom asked, tell me about it. Jane started a nature club...Jane's younger sister and two friends joined, and helped.).

Question 1, Sample C – Score Point 1

How did Jane's family contribute to her career as a naturalist? Support your answer with details from the excerpt.

Jane's grandmother bought the Dr. Doolittle book as of hearing about how she wants to be a naturalist.

Scoring Notes: The response fulfills some of the requirements of the task. While the response includes a text-based example of how Jane's family supported her (*Jane's grandmother bought the Dr. Doolittle book...*), some of the information is not accurate (... *hearing about how she wants to be a naturalist*). It also does not add additional specific information. The response gives an example of only one family member.

Question 1, Sample D – Score Point 1

How did Jane's family contribute to her career as a naturalist? Support your answer with details from the excerpt.

Jane's family supported Jane. Jane's grandmother gave her the beech tree, and gave her the book, Doctor Doolittle, which she checked out of the library so much.

Scoring Notes: The response fulfills some of the requirements of the task. The response includes only a text-based response with a detail (*Jane's grandmother...gave her the book, Dr. Doolittle, which she checked out of the library so much.*). The response (*Jane's grandmother gave her the beech tree...*) does not tell how this contributed to her career as a naturalist.

Question 1, Sample E – Score Point 0

How did Jane's family contribute to her career as a naturalist? Support your answer with details from the excerpt.

Jane's family contribut to her career as a naturalist becuase from the text it says "Jane loved watching spiders scramble, and beetles scatter. SO it showed what she can do."

Scoring Notes: The response does not fulfill the requirements of the task. It contains information that does not support how Jane's family contributed to her career as a naturalist (...Jane loved watching spiders scramble and beetles scatter.).

Question 1, Sample F – Score Point 0

How did Jane's family contribute to her career as a naturalist? Support your answer with details from the excerpt.

Jane's family contributed to her career because they donated this, bought things, and joined her club.

Scoring Notes: The response does not fulfill the requirements of the task. The information provided is incomplete (...they donated this, bought things, and joined her club.). The response is missing information on specific family members and details about who *donated*, *bought things* and *joined her club*. Without any further specifics from the text, this general statement is incomplete and unsupported.

Item #2
Constructed-Response

Constructed-Response
Reading: Non-fiction

Question 2

- 2.** What events led to Jane having the ability to visit Africa in 1957? Support your answer with details from the excerpt.

Top-Score Response:

Jane had always loved animals and at an early age would even pretend she could talk to animals like in the book Dr. Doolittle. At the age of 23, a family friend invited Jane to their farm in Kenya to visit. Jane moved back home so she could save as much money as she could. She took a job as a waitress and even learned to balance dozens of plates at one time! When Jane had enough money saved, she was off to Africa.

Note: The top-score response demonstrates a performance that exceeds the expectations of what is required to receive two points. The top-score response contains multiple pieces of text-based information and support drawn from the reading passage that accompanied this item, many elements of which students typically use in their responses to receive two points.

Question 2, Sample A – Score Point 2

What events led to Jane having the ability to visit Africa in 1957?
Support your answer with details from the excerpt.

Jane had first watched farm animals,
second she pretended to be Tarzan or
like Doctor Doolittle, third she made a
club, fourth she made a nature museum,
also she got a job as a waitress, and
saved her tips. Then she got to Africa.

Scoring Notes: The response fulfills all the requirements of the task. The information provided is text-based and relevant (...watched farm animals...pretended to be Tarzan or like Doctor Doolittle...made a club...made a nature museum...got a job as a waitress and saved her tips.).

Question 2, Sample B – Score Point 2

What events led to Jane having the ability to visit Africa in 1957?
Support your answer with details from the excerpt.

The events that led Jane to visit
Africa are that Jane's friend invited
her to visit their farm in Kenya,
and by going to Kenya Jane got a
job as a waitress and saved her tips,
and she had enough money to go to Africa.

Scoring Notes: The response fulfills all the requirements of the task. The response includes relevant, text-based information (...Jane's friend invited her to visit their farm in Kenya...got a job as a waitress and saved her tips, and she had enough money to go to Africa.).

Question 2, Sample C – Score Point 1

What events led to Jane having the ability to visit Africa in 1957?
Support your answer with details from the excerpt.

The events leading Jane to Africa were as follows. First when she was young she studied nature. Then she got a job where she saved up money. Finally in 1957 she got to go to Africa.

Scoring Notes: The response fulfills some of the requirements of the task. The information provided is too general and not fully developed (...when she was young she studied nature. Then she got a job where she save up money.). These details do not directly connect with how Jane had the ability to visit Africa.

Question 2, Sample D – Score Point 1

What events led to Jane having the ability to visit Africa in 1957?
Support your answer with details from the excerpt.

The events that led Jane having the ability to visit Africa in 1957 was being a waitress and saving her tips until she had enough.

Scoring Notes: The response fulfills some of the requirements of the task. The information provided is not fully developed (...being a waitress and saving her tips until she had enough.). The response does not include specific information explaining how Jane was able to visit Africa or anything relevant from her childhood that would lead up to the trip.

Question 2, Sample E – Score Point 0

What events led to Jane having the ability to visit Africa in 1957?
Support your answer with details from the excerpt.

Some events that led to Jane having the ability to visit Africa in 1957 were she loved animals and she would watch them for a long time. Also she studied and went to school and college to go to Africa.

Scoring Notes: The response does not fulfill the requirements of the task. The information provided is incomplete (...she loved animals and she would watch them for a long time.). The response also includes inaccurate information (...she studied and went to school and college to go to Africa.).

Question 2, Sample F – Score Point 0

What events led to Jane having the ability to visit Africa in 1957?
Support your answer with details from the excerpt.

From paragraph 7 it shows how she set up a museum just for different things in nature. In paragraph 1 and 3 it shows how Jane was always interested in different creatures and nature.

Scoring Notes: The response does not fulfill the requirements of the task. While the information provided includes general references to the text (...she set up a museum just for different things in nature...Jane was always interested in different creatures and nature.), without additional details or explanations these examples show no connection to Jane having the ability to visit Africa.

Item #3
Constructed-Response

Constructed-Response
Reading: Non-fiction

Question 3

- 3.** How does the author support the claim in Paragraph 7 that Jane was “well on her way to a career as a naturalist”? Support your answer with details from the excerpt.

Top-Score Response:

Jane could concentrate and observe for hours at the age of five. She would go into the hen house and sift through the straw for the warm, smooth eggs. She knew, even at the age of five, to carry them very carefully. She loved watching spiders scramble, beetles scatter, and worms slither. When Jane got older and had her Alligator Club, she had already made notes and sketches of insects- just like a naturalist.

Note: The top-score response demonstrates a performance that exceeds the expectations of what is required to receive two points. The top-score response contains multiple pieces of text-based information and support drawn from the reading passage that accompanied this item, many elements of which students typically use in their responses to receive two points.

Question 3, Sample A – Score Point 2

How does the author support the claim in Paragraph 7 that Jane was “well on her way to a career as a naturalist”? Support your answer with details from the excerpt.

The author supports the claim by including facts about how she observed animals and she kept notes about them. Jane also set up a magazine and a museum.

Scoring Notes: The response fulfills all of the requirements of the task. The information provided is text-based and is used to demonstrate that Jane had an early interest in animals (...observed animals and she kept notes about them. Jane also set up a magazine and a museum.).

Question 3, Sample B – Score Point 2

How does the author support the claim in Paragraph 7 that Jane was “well on her way to a career as a naturalist”? Support your answer with details from the excerpt.

The author said she checked out a Doctor Doolittle book several times so her grandma gave it to her for Christmas. The author also said that Jane sometimes wandered through the meadows pretending she could talk to animals and carefully watched insects and squirrels.

Scoring Notes: The response fulfills all the requirements of the task. The response includes relevant information that supports the claim that Jane had an early interest in animals (...she checked out a Doctor Doolittle book several times so her grandma gave it to her for Christmas...sometimes wandered through the meadows pretending she could talk to animals and carefully watched the insects and squirrels.).

Question 3, Sample C – Score Point 1

How does the author support the claim in Paragraph 7 that Jane was “well on her way to a career as a naturalist”? Support your answer with details from the excerpt.

Jane was well on her way to a career as a naturalist because she had a knack for quiet, concentrated observation and an understanding mother.

Scoring Notes: The response fulfills some of the requirements of the task. The information provided is not fully developed. The statement (...*she had a knack for quiet, concentrated observation and an understanding mother.*) supports the author’s claim of Jane being “well on her way to a career as a naturalist,” but no additional supporting details are provided.

Question 3, Sample D – Score Point 1

How does the author support the claim in Paragraph 7 that Jane was “well on her way to a career as a naturalist”? Support your answer with details from the excerpt.

The author supports the claim by saying that she checked out a library book several times named Doctor Doolittle. It also says she was concentrated observation.

Scoring Notes: The response fulfills some of the requirements of the task. The information provided is not fully developed (...*she checked out a library book several times named Doctor Doolittle.*) The writing does not go on to explain the relevance of this book to Jane being “well on her way to a career as a naturalist.” The additional information is too general (...*she was concentrated observation.*) and would need additional support.

Question 3, Sample E – Score Point 0

How does the author support the claim in Paragraph 7 that Jane was “well on her way to a career as a naturalist”? Support your answer with details from the excerpt.

The author supports claim that Jane was “well on her way to a career as a naturalist” by saying she worked hard by doing many things to get to that point.

Scoring Notes: The response does not fulfill the requirements of the task. The writing does not answer the question, and the detail given (...she worked hard by doing so many things...) is incomplete. It is not supported with text-based details.

Question 3, Sample F – Score Point 0

How does the author support the claim in Paragraph 7 that Jane was “well on her way to a career as a naturalist”? Support your answer with details from the excerpt.

The author supports the claim in paragraph 7 that Jane was “well on her way to a career as a naturalist” because he explained how she was always acting like one and she knew what she was doing.

Scoring Notes: The response does not fulfill the requirements of the task. The writing does not answer the question as the information provided is too vague and incomplete (...because he explained how she was always acting like one and she knew what she was doing.).

Item #4
Writing Prompt

Writing Prompt

The narrator, Julia, and her friend, Patrick, work together on their state quarters project. Based on the excerpt, write an essay describing how their characters are similar and different, and explain whether their personalities make it easy or difficult for them to work together.

Be sure to include

- an explanation of whether it is easy or difficult for them to work together
- examples from the excerpt of how the characters are similar and different
- an introduction, a body, and a conclusion for your essay

Use the following Prewriting/Planning page to help you plan your writing. Then write your final draft on the lined pages.

Directions

Read this excerpt from *Project Mulberry*. Then answer the questions.

Excerpt from *Project Mulberry*

by Linda Sue Park

In this excerpt from the book *Project Mulberry*, Patrick and Julia are working together on a project. They want to collect two of the unique state quarters for each of the fifty states.

Chapter 2

- 1 "Wait," I said, stopping in the doorway. "Come back."
- 2 Patrick was almost at the stairs. "What?" he said.
- 3 "Everything in your pockets, please," I said, holding out my hand. "Unless you've checked already?"
- 4 "Um, no," Patrick muttered. "Okay, here." He reached into his jeans pocket, took out the contents, and showed me: A quarter, two pennies, a paper clip, a ball of lint, and a rather furry-looking cough drop.
- 5 "Yuck," I said, pointing to the cough drop. "Is that the same one from last time?"
- 6 He grinned. "Probably."
- 7 I took the quarter from him. We looked at it together.
- 8 Patrick and I were collecting and studying state quarters. We'd bought special folders that had a slot for each one. Patrick kept track of which ones we needed, and looked up information about the little images on the backs of the quarters—the horse for Kentucky, the tree for Connecticut. He also had a little notebook to record when and where we found each one.
- 9 I was in charge of finding the quarters. That was pretty much the way we

always worked. Patrick did the reading part, the research. I did the hands-on stuff—whatever needed to be cut and pasted or built or painted or sewn. Of course, we weren't very strict about it. Sometimes I'd do some of the reading, and Patrick would help with the making part. But we had our main jobs, and it suited us both.

- 10 Like with the quarters. To me, the exciting part was looking for them; whenever I got a quarter, I checked it out right away. That part drove Patrick crazy. He almost always forgot to look at his quarters—I had to remind him most of the time—and if he remembered, they usually weren't the right ones. But he loved looking up the stories about the pictures on the coins.
- 11 Connecticut was my favorite quarter. It was Patrick's favorite, too. I liked it because the tree was so pretty; I wondered how hard it had been for someone to carve all those tiny branches. And maybe I also liked it because it was on my mind a lot: I was having no luck finding a second Connecticut. I had two quarters from lots of other states, but still only one Connecticut.
- 12 Patrick liked Connecticut because of the story about the tree. It was sort of a spy story. Way back in colonial times, the king of England tried to take away Connecticut's government charter. There was this meeting where the king's men were going to tear up the charter, and suddenly the candles got blown out so the room was all dark, and when they got the candles lit again, the charter was gone. Some guy had escaped with it, and hid it in a hollow tree—the tree on the coin. It even has "The Charter Oak" in teeny letters.
- 13 We never put the quarters into the folders until I'd found two of the same state, so both of our Connecticut slots were still empty.
- 14 I turned over Patrick's quarter.
- 15 "New York," I said.
- 16 "Dang it."
- 17 We already had our New Yorks.



(United States Mint image.)

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Writing Rubric Grades 5-12

SCORE POINT 6
A Score Point 6 paper is rare. It fully accomplishes the task in a thorough and insightful manner and has a distinctive quality that sets it apart as an outstanding performance.
Ideas and Content
<p>Does the writing fully accomplish the task (e.g., support an opinion/argument, summarize, tell a story, or write an article)? Does it</p> <ul style="list-style-type: none"> • present a unifying theme or main idea without going off on tangents? • stay completely focused on topic and task? <p>Does the writing include thorough, relevant, and complete ideas? Does it</p> <ul style="list-style-type: none"> • include in-depth information and exceptional supporting facts and details that fully develop the topic? • fully explore many facets of the topic?
Organization
<p>Are the ideas in the writing organized logically? Does the writing</p> <ul style="list-style-type: none"> • present a meaningful, cohesive whole with a beginning, a middle, and an end (i.e., include an inviting introduction and a strong conclusion)? • progress in an order that enhances meaning? • include smooth transitions between ideas, sentences, and paragraphs to enhance meaning of text (i.e., have a clear connection of ideas and use topic sentences)?
Style
<p>Does the writing exhibit exceptional word usage? Does it</p> <ul style="list-style-type: none"> • include vocabulary to make explanations detailed and precise, descriptions rich, and actions clear and vivid (e.g., varied word choices, action words, appropriate modifiers, sensory details)? • demonstrate control of a challenging vocabulary? <p>Does the writing demonstrate exceptional writing technique?</p> <ul style="list-style-type: none"> • Is the writing exceptionally fluent? • Does it include varied sentence patterns, including complex sentences? • Does it demonstrate use of writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?
Voice
<p>Does the writing demonstrate effective adjustment of language and tone to task and reader? Does it</p> <ul style="list-style-type: none"> • establish and maintain a style appropriate to purpose? • demonstrate a strong sense of audience? • exhibit an original perspective (e.g., authoritative, lively, and/or exciting)?

SCORE POINT 5
A Score Point 5 paper represents a solid performance. It fully accomplishes the task, but lacks the overall level of sophistication and consistency of a Score Point 6 paper.
Ideas and Content
<p>Does the writing fully accomplish the task (e.g., support an opinion/argument, summarize, tell a story, or write an article)? Does it</p> <ul style="list-style-type: none"> • present a unifying theme or main idea without going off on tangents? • stay focused on topic and task? <p>Does the writing include many relevant ideas? Does it</p> <ul style="list-style-type: none"> • provide in-depth information and more than adequate supporting facts and details that fully develop the topic? • explore many facets of the topic?
Organization
<p>Are the ideas in the writing organized logically? Does the writing</p> <ul style="list-style-type: none"> • present a meaningful, cohesive whole with a beginning, a middle, and an end (i.e., include a solid introduction and conclusion)? • progress in an order that enhances meaning of text? • include smooth transitions (e.g., use topic sentences) between sentences and paragraphs to enhance meaning of text? (Writing may have an occasional lapse.)
Style
<p>Does the writing exhibit very good word usage? Does it</p> <ul style="list-style-type: none"> • include vocabulary to make explanations detailed and precise, descriptions rich, and actions clear and vivid? • demonstrate control of vocabulary? <p>Does the writing demonstrate very good writing technique?</p> <ul style="list-style-type: none"> • Is the writing very fluent? • Does it include varied sentence patterns, including complex sentences? • Does it demonstrate use of writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?
Voice
<p>Does the writing demonstrate effective adjustment of language and tone to task and reader? Does it</p> <ul style="list-style-type: none"> • establish and maintain a style appropriate to purpose? • demonstrate a sense of audience? • exhibit an original perspective (e.g., authoritative, lively, and/or exciting)?

SCORE POINT 4
A Score Point 4 paper represents a good performance. It accomplishes the task, but generally needs to exhibit more development, better organization, or a more sophisticated writing style to receive a higher score.
Ideas and Content
<p>Does the writing accomplish the task (e.g., support an opinion/argument, summarize, tell a story, or write an article)? Does it</p> <ul style="list-style-type: none"> • present a unifying theme or main idea? (Writing may include minor tangents.) • stay mostly focused on topic and task? <p>Does the writing include relevant ideas? Does it</p> <ul style="list-style-type: none"> • include sufficient information with supporting facts and details that develop the topic? (Details may not be fully developed; ideas may be listed.) • explore some facets of the topic?
Organization
<p>Are the ideas in the writing organized logically? Does the writing</p> <ul style="list-style-type: none"> • present a meaningful whole with a beginning, a middle, and an end despite an occasional lapse (e.g., a weak introduction or conclusion)? • generally progress in an order that enhances meaning of text? • include transitions between sentences and paragraphs to enhance meaning of text? (Transitions may be rough, although some topic sentences are included.)
Style
<p>Does the writing exhibit good word usage? Does it</p> <ul style="list-style-type: none"> • include vocabulary that is appropriately chosen, with words that clearly convey the writer's meaning? • demonstrate control of basic vocabulary? <p>Does the writing demonstrate good writing technique?</p> <ul style="list-style-type: none"> • Is the writing fluent? • Does it exhibit some varied sentence patterns, including some complex sentences? • Does it demonstrate an attempt to use writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?
Voice
<p>Does the writing demonstrate an attempt to adjust language and tone to task and reader? Does it</p> <ul style="list-style-type: none"> • establish and maintain a style mostly appropriate to purpose? (The writing may occasionally slip out of register.) • demonstrate some sense of audience? • attempt an original perspective?

SCORE POINT 3
A Score Point 3 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.
Ideas and Content
<p>Does the writing minimally accomplish the task (e.g., support an opinion/argument, summarize, tell a story, or write an article)? Does it</p> <ul style="list-style-type: none"> • attempt a unifying theme or main idea? • stay somewhat focused on topic and task? <p>Does the writing include some relevant ideas? Does it</p> <ul style="list-style-type: none"> • include some information with only a few details, or list ideas with minimal facts and supporting details to develop the topic? • explore some facets of the topic?
Organization
<p>Is there an attempt to logically organize ideas in the writing? Does the writing</p> <ul style="list-style-type: none"> • have a beginning, a middle, or an end that may be weak or absent? • demonstrate an attempt to progress in an order that enhances meaning? (Progression of text may sometimes be unclear or out of order.) • demonstrate an attempt to include transitions? (Are some topic sentences used? Are transitions between sentences and paragraphs weak or absent?)
Style
<p>Does the writing exhibit ordinary word usage? Does it</p> <ul style="list-style-type: none"> • contain basic vocabulary, with words that are predictable and common? • demonstrate some control of vocabulary? <p>Does the writing demonstrate average writing technique?</p> <ul style="list-style-type: none"> • Is the writing generally fluent? • Does it contain mostly simple sentences (although there may be an attempt at more varied sentence patterns)? • Is it generally ordinary and predictable?
Voice
<p>Does the writing demonstrate an attempt to adjust language and tone to task and reader? Does it</p> <ul style="list-style-type: none"> • demonstrate difficulty establishing and maintaining a style appropriate to purpose? • demonstrate little sense of audience? • generally lack an original perspective?

SCORE POINT 2
<p>A Score Point 2 paper represents a performance that only partially accomplishes the task. Some responses may exhibit difficulty maintaining a focus. Others may be too brief to provide sufficient development of the topic or evidence of adequate organizational or writing style.</p>
Ideas and Content
<p>Does the writing only partially accomplish the task (e.g., support an opinion/argument, summarize, tell a story, or write an article)? Does it</p> <ul style="list-style-type: none"> • attempt a main idea? • sometimes lose focus or ineffectively display focus? <p>Does the writing include few relevant ideas? Does it</p> <ul style="list-style-type: none"> • include little information and few or no facts and details to develop the topic? • explore only one or two facets of the topic?
Organization
<p>Is there a minimal attempt to logically organize ideas in the writing?</p> <ul style="list-style-type: none"> • Does the writing have only one or two of the three elements: beginning, middle, and end? • Is the writing sometimes difficult to follow? (Progression of text may be confusing or unclear.) • Are transitions weak or absent (e.g., few or no topic sentences)?
Style
<p>Does the writing exhibit minimal word usage? Does it</p> <ul style="list-style-type: none"> • contain limited vocabulary? (Some words may be used incorrectly.) • demonstrate minimal control of vocabulary? <p>Does the writing demonstrate minimal writing technique?</p> <ul style="list-style-type: none"> • Does the writing exhibit some fluency? • Does it rely mostly on simple sentences? • Is it often repetitive, predictable, or dull?
Voice
<p>Does the writing demonstrate language and tone that may be inappropriate to task and reader? Does it</p> <ul style="list-style-type: none"> • demonstrate difficulty establishing a style appropriate to purpose? • demonstrate little or no sense of audience? • lack an original perspective?

SCORE POINT 1

A Score Point 1 paper represents a performance that fails to accomplish the task. It exhibits considerable difficulty in areas of development, organization, and writing style. The writing is generally either very brief or rambling and repetitive, sometimes resulting in a response that may be difficult to read or comprehend.

Ideas and Content

Does the writing fail to accomplish the task (e.g., support an opinion /argument, summarize, tell a story, or write an article)? Is it

- difficult for the reader to discern the main idea?
- too brief or too repetitive to establish or maintain a focus?

Does the writing include very few relevant ideas?

- Does it include little information with few or no facts and details or unrelated facts and details to develop the topic?
- Is it unsuccessful in attempts to explore any facets of the prompt?

Organization

Are the ideas in the writing organized illogically?

- Does it have only one or two of the three elements: beginning, middle, or end?
- Is it difficult to follow, with the order possibly difficult to discern?
- Are transitions weak or absent (e.g., without topic sentences)?

Style

Does the writing exhibit less than minimal word usage? Does it

- contain limited vocabulary, with many words used incorrectly?
- demonstrate minimal or less than minimal control of vocabulary?

Does the writing demonstrate less than minimal writing technique? Does it

- lack fluency?
- demonstrate problems with sentence patterns?
- consist of writing that is flat and lifeless?

Voice

Does the writing demonstrate language and tone that may be inappropriate to task and reader? Does it

- demonstrate inability to establish a style appropriate to purpose?
- demonstrate a lack of a sense of audience?
- lack an original perspective?

Grammar and Usage Rubric

Grades 5-8

In their writing, students will apply the Standard English conventions defined in the 2014 Indiana Academic Standards for their grade and all previous grades.

Score	Does writing exhibit a good command of language skills?
4	<p><i>In a Score Point 4 paper, there are no errors that impair the flow of communication. Errors are infrequent and have a minor impact on the overall communication; they are generally of the first-draft variety and may occur when students attempt sophisticated sentence construction.</i></p> <ul style="list-style-type: none"> Do words have very few or no capitalization errors? Do sentences have very few or no punctuation errors? Do words have very few or no spelling errors? Do sentences have very few or no grammar or word usage errors? Writing has very few or no paragraphing errors. Writing has very few or no run-on sentences or sentence fragments.
	Does writing exhibit an adequate command of language skills?
3	<p><i>In a Score Point 3 paper, errors are occasional but do not impede the flow of communication; the writer's meaning is not seriously obscured by language errors.</i></p> <ul style="list-style-type: none"> Do words have occasional capitalization errors? Do sentences have occasional punctuation errors? Do words have occasional spelling errors? Do sentences have occasional grammar or word usage errors? Writing may have occasional paragraphing errors. Writing may have run-on sentences or sentence fragments.
	Does writing exhibit a minimal command of language skills?
2	<p><i>In a Score Point 2 paper, errors are typically frequent and may cause the reader to stop and reread part of the writing. While some aspects of the writing may be more consistently correct than others, the existing errors do impair communication. With a little extra effort on the reader's part, it is still possible to discern most, if not all, of what the writer is trying to communicate.</i></p> <ul style="list-style-type: none"> Do words have frequent capitalization errors? Do sentences have frequent punctuation errors? Do words have frequent spelling errors? Do sentences have frequent grammar or word usage errors? Writing may have errors in paragraphing, or paragraphing may be missing. Writing is likely to have run-on sentences or sentence fragments.
	Does writing exhibit a less than minimal command of language skills?
1	<p><i>In a Score Point 1 paper, errors are serious and numerous; they cause the reader to struggle to discern the writer's meaning. Errors are frequently of a wide variety. There may be sections where it is impossible to ascertain what the writer is attempting to communicate.</i></p> <ul style="list-style-type: none"> Do words have many capitalization errors? Do sentences have many punctuation errors? Do words have many spelling errors? Do sentences have many grammar and word usage errors? Writing may have errors in paragraphing, or paragraphing may be missing. Writing is likely to have run-on sentences or sentence fragments.

NOTE: The elements of this rubric are applied holistically; no element is intended to supersede any other element. The variety and proportion of errors in relation to the length of the writing sample are considered. A very brief paper consisting of two or three sentences may receive no more than 2 score points.

Writing Prompt, Sample A
Writing – Score Point 6
Grammar and Usage – Score Point 4

Even though Julia and Patrick have differences it is still easy for them to work together. The only states quarter left for them to find is Connecticut. Which shows you, if they could find all fifty-one other state quarters you can still work together if you have differences.

A reason the two children are different is because Julia likes hands-on and Patrick likes to do research. Some jobs that Julia has to do because they go with hands-on are to find a pair of two quarters for each state, cut, paste, build, sew, and paint. Patrick has to do all the research about each state quarter, he also has a little notebook to record when and where they find each quarter. He also keeps track of which ones they need. Even though they both had their indevisual jobs, they weren't strick about it, and sometimes switched. Patrick would do hands-on and Julia would do the research. Another difference they have is Julia loves the part of looking for the quarters, and her ally, Patrick, it drives him crazy.

Even though they have a lot of differences they still have some similarites. For example, both of the two's favorite quarter is the Connecticut state quarter. The quarter is Patrick's favorite because there is a tremendously fasinating story behind the picture of the tree, which is imprinted on the back of their sacred Connecticut quarter. It is somewhat like a spy story. "Way back in the colonial times that wanted to tear up Connecticut's government charter. There was this meeting where the king's men were going to tear up the charter, and suddenly the candles got blown out so the room was all dark, and when they got the candles lit again, the charter was gone. Some guy had escaped with it, and hid it in a hollow tree- the tree on the coin." Now Julia has a different reason for it being her favorite. First, it's on her mind a lot. Second, she likes it because the tree is so pretty, and she often wonders how hard it had been to carve all those tiny little branches on the tree. Another reason they are alike is because they both enjoy the same hobby- collecting each state's quarter.

These are all the reasons that even though Julia and Patrick have many differences and similarities, they can still work together easily through teamwork to find their fantastic, beloved, sacred Connecticut state quarter.

Notes for Writing Prompt, Sample A

Writing – Score Point 6

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 6** using the ISTEP+ Writing Rubric.

This sample

- fully accomplishes the task (i.e., describe how Julia and Patrick are similar and different and explain whether their personalities make it easy or difficult for them to work together).
- stays completely focused on the topic and presents a unifying main idea.
- provides in-depth information and fully developed, relevant supporting details (e.g., *Another difference they have is Julia loves the part of looking for the quarters, and her ally, Patrick, it drives him crazy.*).
- organizes ideas in a clear order with an introduction, body, and conclusion, while progressing in an order that enhances the meaning (e.g., *Even though they have a lot of differences they still have some similarites.*).
- demonstrates exceptional word usage with excellent writing technique, varying vocabulary throughout the essay (e.g., *The quarter is Patrick's favorite because there is a tremendously fasinating story behind the picture of the tree, which is imprinted on the back of their sacred Connecticut quarter.*).
- is exceptionally fluent; the writer includes varied sentence patterns, including complex sentences (e.g., *Second, she likes it because the tree is so pretty, and she often wonders how hard it had been to carve all those tiny little branches on the tree.*).
- demonstrates an original perspective and a style appropriate to the purpose (e.g., *Even though Julia and Patrick have differences it is still easy for them to work together.*).

NOTE: Per the Writing Rubric (grades 5-12), a Score Point 6 paper is rare. It fully accomplishes the task in a thorough and insightful manner and has a distinctive quality that sets it apart as an outstanding performance.

Grammar and Usage – Score Point 4

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 4** using the ISTEP+ Grammar and Usage Rubric.

This sample

- uses correct capitalization.
- has some missing commas and comma usage errors.
- has a few spelling errors (e.g., *indevisual* [individual], *strick* [strict], *similarites* [similarities] and some occur when the student is using more advanced word choice).
- uses correct grammar.
- uses paragraphs effectively.

Writing Prompt, Sample B

Writing – Score Point 6

Grammar and Usage – Score Point 4

Julia and Patrick have worked so hard to find the other Connecticut quarter, but they can only find one. Do you think Julia and Patrick will find the other one?

It would be hard for Patrick to work with Julia because for one girls sometimes can be rude and other times they can be nice. Patrick liked the Connecticut quarter because of the story that was told about it. He also doesn't like it when she reminds him to check the quarters because he usually forgets. Another reason why it would be hard for Patrick to work with Julia is because she got grossed out when Patrick pulled out a very hairy cough drop. He just laughed and smiled! Patrick would have a hard time working with her because she might like other quarters than him and she would brag about it. Patrick is as weird as a monkey going insane over a banana! Just to think, that is really weird!

It would be pretty hard for Julia to work with Patrick too. One reason is because how he most of the time forgets to look at the quarter to see what one it is. She was in charge of finding the quarters, but sometimes Patrick would instead. Julia is as sweet as the sweetest piece of candy ever! She tries to keep Patrick in shape, but sometimes that's just not possible. Another reason why it might be hard for her to work with him is because you will never know what will come out of those pockets on your jacket or pants. At some point everyone's a little crazy!

They also do make a great team even though they both have flaws. One way that they make a great team is that out of every quarter of the state quarters, their favorite is the Connecticut quarter! Julia says that is because of how pretty the Charter Oak tree is on the back of it. Patrick says that it is favorite because of the story told about it. What's weird is that they have found two or more of the same quarter other than the Connecticut quarter. They only have 1 of those. The good thing is even though it drives each other crazy Patrick is glad to have Julia as a reminder person so sooner or later, he will look at the quarter to see what state it is. They make a great team even though they disagree sometimes. That's how life is, it has disagreements and agreements. Julia and Patrick make a good team.

This is how they make a great team at points, and sometimes a bad team. One day, they will find that quarter.

Notes for Writing Prompt, Sample B

Writing – Score Point 6

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 6** using the ISTEP+ Writing Rubric.

This sample

- fully accomplishes the task (i.e., describe how Julia and Patrick are similar and different and explain whether their personalities make it easy or difficult for them to work together).
- stays completely focused on the topic and presents a unifying main idea.
- provides in-depth information and fully developed supporting details (e.g., *Another reason why it would be hard for Patrick to work with Julia is because she got grossed out when Patrick pulled out a very hairy cough drop.*).
- organizes ideas logically and creates a meaningful, cohesive whole with an introduction, body, and conclusion (e.g., *They also do make a great team even though they both have flaws.*).
- demonstrates vivid word choice with excellent writing technique, varying vocabulary throughout the essay (e.g., *Patrick is as weird as a monkey going insane over a banana!*).
- is fluent; the writer includes varied sentence patterns, including complex sentences (e.g., *She tries to keep Patrick in shape, but sometimes that's just not possible.*).
- demonstrates a unique perspective and appropriate tone for the task. (e.g., *The good thing is even though it drives each other crazy Patrick is glad to have Julia as a reminder person so sooner or later, he will look at the quarter to see what state it is.*).

NOTE: Per the Writing Rubric (grades 5-12), a Score Point 6 paper is rare. It fully accomplishes the task in a thorough and insightful manner and has a distinctive quality that sets it apart as an outstanding performance.

Grammar and Usage – Score Point 4

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 4** using the ISTEP+ Grammar and Usage Rubric.

This sample

- uses correct capitalization.
- has few punctuation errors with comma use (e.g., *That's how life is, [;] it has disagreements and agreements.*) that occur with more sophisticated sentence construction. Overall, the response has a strong command of punctuation.
- has correct spelling.
- uses correct grammar.
- uses paragraphs effectively.

Writing Prompt, Sample C

Writing – Score Point 5

Grammar and Usage – Score Point 4

What are you good at? Many people are good at different things than others. Peoples personalities can help them work well with others or make them not. Julia and Patrick study and collect state coins. They are a good team. They use their talents to work together on something they both love. Sometimes they might not get along but most of the time they do. Here are some examples of what they do and how they work together.

First, Julia and Patrick work together on collecting state coins. They make a great team because their personalities go together likes peas in a pod. Julia like to do different things then Patrick but she helps him out when he needs help and so does Patrick to Julia. They both love collecting coins but they like to do different things with it. That never got in the way of their work though.

Second, Julia and Patrick are very similar and also very different. One thing they have in common is they both like to work on finding and studing state coins. They collect coins for all fifty states. They enjoy doing it together and they have fun while they work. One thing that is different about them is Julia likes to do the hands-on stuff while Patrick likes to do the search part. Julia will build, sow, or paint something for their project. Patrick on the other hand likes to study and look for stuff about each coin they find. Julia is in charge of writing down information about the coins. It drives Patrick crazy to take time to look at the coins but Julia likes looking at the coin. They both have the same favorite state coin: The Connecticut Coin. Julia likes it because of how pretty the tree is. As you can see Patrick and Julia are very different and very similar.

Last of all, Julia and Patrick are good partners. They use their talents to do something they love. They work and help each other. No one ever gets bossed around or not included in the project. They both have an equal amout of work to do. Their personalities make it easy to work together on the project. They both have an important part to do. Julia and Patrick sometimes help each other on their work. They make a great team and do a great job on the project together.

In conclusion, I think Julia and Patrick make a wonderful team. I have learned about teamwork and to help others. I hope that I can get along with everyone. I also learned about doing your part in something special. I hope I have oportunites to do things with others and I hope we get along. I also learned that you should use your talent to do something you enjoy or love to do!

Notes for Writing Prompt, Sample C

Writing – Score Point 5

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 5** using the ISTEP+ Writing Rubric.

This sample

- fully accomplishes the task (i.e., describe how Julia and Patrick are similar and different and explain whether their personalities make it easy or difficult for them to work together).
- stays focused on the topic.
- includes more than adequate supporting facts and details that fully develop the topic (e.g., *It drives Patrick crazy to take time to look at the coins but Julia likes looking at the coin.*).
- is organized logically with an introduction, body, and conclusion, including smooth transitions (e.g., *Last of all, Julia and Patrick are good partners.*).
- exhibits good word usage and descriptive vocabulary (e.g., *They use their talents to work together on something they both love.*).
- is fluent and uses varied sentence patterns (e.g., *They both love collecting coins but they like to do different things with it.*).
- displays an appropriate register maintained throughout the response (e.g., *Their personalities make it easy to work together on the project.*).

NOTE: A Score Point 5 paper represents a solid performance. It fully accomplishes the task, but lacks the overall level of sophistication and consistency of a Score Point 6 paper.

Grammar and Usage – Score Point 4

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 4** using the ISTEP+ Grammar and Usage Rubric.

This sample

- uses correct capitalization.
- has correct mostly correct punctuation (e.g., *Peoples [People's], Patrick [,] on the other hand [,] likes to study and look for stuff about each coin they find.*).
- has few spelling errors (e.g., *studing [studying], amout [amount]*).
- has mostly correct word usage (e.g., *likes [like], then [than]*).
- uses paragraphs correctly.

Writing Prompt, Sample D

Writing – Score Point 5

Grammar and Usage – Score Point 4

Clink! That's the sound of a 1983 Iowa quarter dropping into its folder. Now you may be wondering why that's important. It's important because it is part of the Mulberry Project. The leaders of this project Julia and Patrick are the perfect pair. In this essay you will find out, why it is easy for them to work together, and examples from the excerpt to show how they are alike and different.

It is easy for them to work together because even though they have thier differences they work together. Patrick has his own job and Julia has hers. Patrick does the technical things, while Julia does the hands on activities. Even though they are different, they both have an intrest in quarters.

Another reason is because they both have a good work ethic. Patrick is described as diligently working on things. Julia is said to work hard to find the quarters. Even though they are different in some ways that is one way they work together, they can get the job done well.

One way that makes it easy is they both are determined. Julia always finds the quarters and keeps working even when she doesn't find what she's looking for. Patrick always researches even when he can't find what he's looking for at first. In this way they both can do the job.

In the end they can work together easially for many reasons. They are different, they have the same interests. Both Patrick and Julia have a great work ethic and perserverance. They work together esially and can get the job done. They are a great pair. An example from the excerpt to show there different is. "Everything in your pockets please, unless you've checked already" "Um, no" he mumbled" This shows they are different because Julia checked already. Patrick never checked his and was forgetfull. This is one of many examples. One example to show they're different is "Whenever I got a quarter I checked it right away. That part drove Patrick crazy." This shows that they are different because they have different ways of doing things.

A final example that shows they are different is "I liked it because I thought they tree was so pretty. Patrick like Conneticut because of the story" This shows they are different because it shows that they are set apart in separate ways on the same thing.

My first reason they are similar is "That was pretty much the way they always worked." This signifys that they have been doing that for a while.

My second example is "We never put the quarters in the folders until we had both for each state." This shows that they work together on the project. This makes them similar in some ways. One way is this.

My final example is "I had to remind him most of the time." This example signifies that they work together to get the job done. Everyone plays a separate roll, but when they come together the job is better done.

All in all, they can be similar in some ways. Working together being one of them. Although one of the things that is the best are their differences.

In conclusion they are a great pair. You can justify this because they have been doing this for a while. In this essay you learned why they work together easily and their similarities and differences.

Writing – Score Point 5

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 5** using the ISTEP+ Writing Rubric.

This sample

- fully accomplishes the task (i.e., describe how Julia and Patrick are similar and different and explain whether their personalities make it easy or difficult for them to work together).
- stays focused on the topic.
- includes many ideas that are well developed with relevant details (e.g., *Patrick does the technical things, while Julia does the hands on activities.*).
- is organized logically with an introduction, body, and conclusion, including smooth transitions (e.g., *One way that makes it easy is they both are determined.*).
- exhibits more than adequate word usage (e.g., *Both Patrick and Julia have a great work ethic and perserverance.*).
- is easy to read and uses varied sentence patterns (e.g., *Even though they are different, they both have an intrest in quarters.*).
- displays an appropriate tone that is maintained throughout the response (e.g., *Everyone plays a separate roll, but when they come together the job is better done.*).

NOTE: A Score Point 5 paper represents a solid performance. It fully accomplishes the task, but lacks the overall level of sophistication and consistency of a Score Point 6 paper.

Grammar and Usage – Score Point 4

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 4** using the ISTEP+ Grammar and Usage Rubric.

This sample

- uses correct capitalization.
- has punctuation errors, including missing periods and commas, that mostly appear when citing text from the passage or constructing more complex sentences.
- has spelling errors (e.g., *thier* [their], *intrest* [interest], *esialy* [easily]).
- has correct word usage.
- uses paragraphs correctly.

Writing Prompt, Sample E

Writing – Score Point 4

Grammar and Usage – Score Point 4

Did you know that a man stole from the king of England and a quarter has the tree he hid in on it. This story is about how two quarter collectors are alike, different, and how their personalities help make it easy. The Connecticut quarter is mine and their favorite.

First, they are alike. They are alike because they both enjoy collecting quarters. They have special folders with slots to put quarters in. Also, they are alike because they sometimes switch their jobs. Sometimes Julia, the one who looks for them, researches them, and Patrick, the one who researches them, looks for them.

Second, they are different. They are different because most of the time Julia looks for the quarters, and most of the time Patrick researches them. They are always doing different jobs about the same subject. Also, because Julia likes how pretty the Connecticut quarter looks, but Patrick likes the story behind the Connecticut quarter. Patrick likes the history, and Julia likes the art on it.

Lastly their personalities make it easy to work together. They make it easy because if one doesn't know something the other most likely will. "They have each others backs," as I would say. Also, because Julia reminds Patrick to look at his quarters. Patrick likes to record when and where they found the quarters, that helps because if they forget the folder they can look up the quarters they already found.

In conclusion they are alike in some ways, like both of them collect quarters. Also different in some ways. Also, their personalities make working together easier.

Notes for Writing Prompt, Sample E

Writing – Score Point 4

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 4** using the ISTEP+ Writing Rubric.

This sample

- accomplishes the task (i.e., describe how Julia and Patrick are similar and different and explain whether their personalities make it easy or difficult for them to work together).
- stays focused on the topic.
- includes sufficient information and supporting details (e.g., *Patrick likes to record when and where they found the quarters, that helps because if they forget the folder they can look up the quarters they already found.*).
- is organized clearly and logically with an introduction, body, and conclusion, using basic transitions (e.g., *First, they are alike.*).
- demonstrates control of basic vocabulary (e.g., *Also, they are alike because they sometimes switch their jobs.*).
- uses varied sentence patterns (e.g., *Sometimes Julia, the one who looks for them, researches them, and Patrick, the one who researches them, looks for them.*).
- displays an appropriate and consistent style (e.g., *Also, their personalities make working together easier.*).

NOTE: A Score Point 4 paper represents a good performance. It accomplishes the task, but generally needs to exhibit more development, better organization, and more sophisticated writing style to receive a higher score.

Grammar and Usage – Score Point 4

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 4** using the ISTEP+ Grammar and Usage Rubric.

This sample

- has correct capitalization.
- has mostly correct punctuation (e.g., *Did you know that a man stole from the king of England and a quarter has the tree he hid in on it. [?]*).
- has few spelling errors (e.g., *pesonalities* [personalities], *outher* [other]).
- has correct word usage.
- has sentence fragments (e.g., *Also different in some ways.*).
- uses paragraphs correctly.

Writing Prompt, Sample F
Writing – Score Point 4
Grammar and Usage – Score Point 4

Julia and Patrick were working together to find two of each state quarter. Thier favorite quarter was Connecticut's quarter, but they only had one of it.

I think it was easy for them to work together. They split up the jobs. Julia was the one who found the quarters and did any of the hands-on things, like cutting and pasting. Patrick was the reader, and researcher. He would find out what the picture was on each coin and also find out why it was there.

Julia and Patrick had similar charactoristics. Both of them were determand to find thier last Connecticut quarter. They both like thier part in trying to find all of the state quarters.

The different charactoristics between Julia and Patrick. Julia always checked to see what quarter she had right away. Patrick usualy forgot to check most of his quarters. Julia liked the Connecticut quarter because the tree was pretty. Patrick liked it for a different reason. He liked it because of the story "The Charter Oak" in colonial times.

Julia and Patrick had some differences and simalarities. It was easy for them to work together on this project.

Writing – Score Point 4

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 4** using the ISTEP+ Writing Rubric.

This sample

- accomplishes the task (i.e., describe how Julia and Patrick are similar and different and explain whether their personalities make it easy or difficult for them to work together).
- stays focused on the topic.
- includes relevant ideas (e.g., *Julia was the one who found the quarters and did any of the hands-on things, like cutting and pasting.*).
- progresses in a logical order with an introduction, body, and conclusion (e.g., *Julia and Patrick were working together to find two of each state quarter.*).
- demonstrates control of basic vocabulary (e.g., *Patrick usually forgot to check most of his quarters.*).
- uses some varied sentence patterns (e.g., *He would find out what the picture was on each coin and also find out why it was there.*).
- displays an appropriate register (e.g., *It was easy for them to work together on this project.*).

NOTE: A Score Point 4 paper represents a good performance. It accomplishes the task, but generally needs to exhibit more development, better organization, and more sophisticated writing style to receive a higher score.

Grammar and Usage – Score Point 4

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 4** using the ISTEP+ Grammar and Usage Rubric.

This sample

- has correct capitalization.
- has correct punctuation.
- has spelling errors (e.g., *thier* [their], *charactoristics* [characteristics], *usualy* [usually]).
- has correct word usage.
- has a sentence fragment (e.g., *The different charactoristics between Julia and Patrick.*).
- uses paragraphs correctly.

Writing Prompt, Sample G

Writing – Score Point 3

Grammar and Usage – Score Point 3

Julia and Patrick are very similar and it makes them a good team. They both love to learn and find the quarters. But there are some differences on what they like about the quarters. Their percenalities really make it alot easier to work together. They both love to find the quarters. And there always ectatic to learn about the quarters.

They don't have an urge to quit looking for any quarters. Especially the connecticut quarter. I think they make an amazing team. They really love the connecticut quarter I think that is what really has been keeping them going. They really are an amazing team. Those are my explanations for now hope you like them.

"And again they make the most amazing team."

Writing – Score Point 3

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 3** using the ISTEP+ Writing Rubric.

This sample

- minimally accomplishes the task (i.e., describe how Julia and Patrick are similar and different and explain whether their personalities make it easy or difficult for them to work together).
- stays focused on the topic.
- includes a few supporting details that are repeated (e.g., *They both love to find the quarters.*).
- attempts to logically organize ideas with a limited introduction, body, and conclusion (e.g., *Julia and Patrick are very similar and it makes them a good team.*).
- demonstrates control of basic vocabulary and simple sentence structure, though there is an attempt at stronger word choice (e.g., *They don't have an urge to quit looking for any quarters.*).
- demonstrates an attempt to adjust language and tone to task, but has difficulty due to repetition (e.g., *I think they make an amazing team. They really make an amazing team.*).

NOTE: A Score Point 3 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.

Grammar and Usage – Score Point 3

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 3** using the ISTEP+ Grammar and Usage Rubric.

This sample

- has few capitalization errors (e.g., *connecticut* [Connecticut]).
- has punctuation errors (e.g., *“And they make the most amazing team.”* [purpose of quotation marks unclear]).
- has spelling errors (e.g., *percenalities* [personalities], *alot* [a lot], *explanations* [explanations]).
- has a usage error (e.g., *there* [they're]).
- has sentence fragments and a run-on sentence (e.g., *Especially the connecticut quarter.*).

Writing Prompt, Sample H

Writing – Score Point 3

Grammar and Usage – Score Point 3

Is it easy or hard for Julia and Patrick to work together? I think that Julia and Patrick have a lot in common with each other. One of them they both like to work together on the same project (like they are now). Quarter finding is both of their favorite hobbies, and both of their favorite quarter is the connecticut quarter. Now I will show you different things about them. Julia is a girl and Patrick is a boy. Patrick likes the connecticut quarter because of it's history, and Julia likes it because of how pretty the tree is. It was Julia that would remember to check, and Patrick is the one that usually forgets. Finding the quarters and putting the quarters on was Julia's main job. Those were some of their differences. I think that Julia and Patrick working together is easy because most of their differences don't really effect them working together. In conclusion that is why Julia and Patrick are easy to work together. Hope they find connecticut quarter.

Writing – Score Point 3

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 3** using the ISTEP+ Writing Rubric.

This sample

- minimally accomplishes the task (i.e., describe how Julia and Patrick are similar and different and explain whether their personalities make it easy or difficult for them to work together).
- stays somewhat focused on the topic.
- includes a few supporting details that are listed (e.g., *Patrick likes the connecticut quarter because of it's history, and Julia likes it because of how pretty the tree is.*).
- attempts to organize ideas with a brief introduction, body, and conclusion (e.g., *In conclusion that is why Julia and Patrick are easy to work together.*).
- demonstrates control of basic vocabulary and attempts to use more complex sentences (e.g., *It was Julia that would remember to check, and Patrick is the one that usually forgets.*).
- demonstrates an attempt to adjust language and tone to task (e.g., *I think that Julia and Patrick have alot in common with each other.*).

NOTE: A Score Point 3 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.

Grammar and Usage – Score Point 3

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 3** using the ISTEP+ Grammar and Usage Rubric.

This sample

- has capitalization errors (e.g., *connecticut* [Connecticut]).
- has mostly correct spelling (e.g., *alot* [a lot], *differentes* [differences]).
- has usage errors (e.g., *it's* [its], *effect* [affect]).
- has difficulty with sentence structure (e.g., *Hope they find connecticut quarter.*).

Writing Prompt, Sample I

Writing – Score Point 2

Grammar and Usage – Score Point 2

Julia and Patrick are different cause they don't like to do the same things. There alike cause they both like to wright abought coins.

well there the same but different. cause they both like to fined out alot abought coins.

It's going to get easier for them. cause they are stating to get along.

Notes for Writing Prompt, Sample I

Writing - Score Point 2

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 2** using the ISTEP+ Writing Rubric.

This sample

- partially accomplishes the task (i.e., describe how Julia and Patrick are similar and different and explain whether their personalities make it easy or difficult for them to work together).
- exhibits some focus.
- provides few supporting details (e.g., *cause they both like to fined out alot abought coins.*).
- lacks development of ideas.
- presents ideas with a limited beginning, middle, and end (e.g., *Julia and Patrick are different cause they don't like to do the same things.*).
- exhibits minimal word usage and writing techniques (e.g., *well there the same but different.*).

NOTE: A Score Point 2 paper represents a performance that only partially accomplishes the task. Some responses may exhibit difficulty maintaining a focus. Others may be too brief to provide sufficient development of the topic or evidence of adequate organizational or writing style.

Grammar and Usage - Score Point 2

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 2** using the ISTEP+ Grammar and Usage Rubric.

This sample

- has capitalization errors (e.g., *well* [Well], *cause* [Because]).
- has grade-level spelling errors (e.g., *wright* [write], *abought* [about], *easier* [easier]).
- has usage errors (e.g., *there* [they are], *cause* [because]).
- has difficulty with sentence construction (e.g., *cause they are stating to get along.*).
- has frequent errors in a relatively brief writing sample.

Writing Prompt, Sample J

Writing – Score Point 2

Grammar and Usage – Score Point 2

I think that julia and patrick were not difficult to work with each other because sometimes they switched roles.

julia did all of the hands-on material like when she find the quarters

patrick reads facts about the quarters, he always searches the pictures on quarters

I think they make a great pair

Writing - Score Point 2

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 2** using the ISTEP+ Writing Rubric.

This sample

- partially accomplishes the task (i.e., describe how Julia and Patrick are similar and different and explain whether their personalities make it easy or difficult for them to work together).
- exhibits some focus.
- provides few supporting details (e.g., *patrick reads facts about the quarters, he always searches the pictures on quarters*).
- lacks development of ideas.
- presents ideas with a very brief introduction, body and conclusion (e.g., *I think they make a great pair*).
- exhibits minimal word usage and writing techniques.

NOTE: A Score Point 2 paper represents a performance that only partially accomplishes the task. Some responses may exhibit difficulty maintaining a focus. Others may be too brief to provide sufficient development of the topic or evidence of adequate organizational or writing style.

Grammar and Usage - Score Point 2

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 2** using the ISTEP+ Grammar and Usage Rubric.

This sample

- has capitalization errors (e.g., *julia* [Julia], *patrick* [Patrick]).
- has no spelling errors.
- has punctuation errors, including missing end marks (e.g., *I think they make a great pair* [.]).
- has a run-on sentence (e.g., *patrick reads facts about the quarters, he always searches the pictures on quarters* [Patrick reads facts about the quarters. He always searches the pictures on quarters.]).
- has frequent errors in a relatively brief writing sample.

Writing Prompt, Sample K

Writing – Score Point 1

Grammar and Usage – Score Point 1

Yes I thick it is easy for them to work togather it is sime and diffioutt Both. like the tRee and they Do like to work togather if I put myslef in they shoe I thick that I. wound like quarter to. me and my frand wound like to find all taip of saff. and quarter I woud tRaful all aroud the word and it will Be a lot of fun.

Notes for Writing Prompt, Sample K

Writing - Score Point 1

The following list describes a writing sample (shown above) that earns a **Score Point 1** using the ISTEP+ Writing Rubric.

This sample

- does not accomplish the task (i.e., describe how Julia and Patrick are similar and different and explain whether their personalities make it easy or difficult for them to work together).
- has less than minimal development.
- is difficult to follow with brief introduction and lack of order.
- exhibits minimal word usage and limited vocabulary.
- demonstrates less than minimal writing technique.

NOTE: A Score Point 1 paper represents a performance that fails to accomplish the task. It exhibits considerable difficulty in areas of development, organization, and writing style. The writing is generally either very brief or rambling and repetitive, sometimes resulting in a response that may be difficult to read or comprehend.

Grammar and Usage - Score Point 1

The following list describes a writing sample (shown above) that earns a **Score Point 1** using the ISTEP+ Grammar and Usage Rubric.

This sample

- has capitalization errors (e.g., *like* [Like], *tRee* [tree], *Do* [do]).
- has spelling errors (e.g., *think* [thick], *togather* [together], *sime* [similar]).
- has difficulty with sentence construction (e.g., *I. wound like quarter to.*).
- has numerous errors that obscure meaning in a brief writing sample.

Writing Prompt, Sample L
Writing – Score Point 1
Grammar and Usage – Score Point 1

Thay Both like to Do the same things. Thay are Not DiFrite.

Notes for Writing Prompt, Sample L

Writing - Score Point 1

The following list describes a writing sample (shown above) that earns a **Score Point 1** using the ISTEP+ Writing Rubric.

This sample

- does not accomplish the task (i.e., describe how Julia and Patrick are similar and different and explain whether their personalities make it easy or difficult for them to work together).
- has less than minimal development.
- is too brief to establish an order.
- exhibits minimal word usage.
- demonstrates less than minimal writing technique.

NOTE: A Score Point 1 paper represents a performance that fails to accomplish the task. It exhibits considerable difficulty in areas of development, organization, and writing style. The writing is generally either very brief or rambling and repetitive, sometimes resulting in a response that may be difficult to read or comprehend.

Grammar and Usage - Score Point 1

The following list describes a writing sample (shown above) that earns a **Score Point 1** using the ISTEP+ Grammar and Usage Rubric.

This sample

- has capitalization errors (e.g., *Both* [both], *Do* [do], *Not* [not]).
- has spelling errors (e.g., *thay* [they], *DiFrite* [different]).
- has numerous errors in a brief writing sample.